



The Impact of Family Economic Background and Educational Expenses on Student Learning Motivation

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ABSTRACT

This study aims to examine the effects of family economic background and tuition fees on student learning motivation in the Islamic Education Management Study Programme. The research employs a quantitative approach with an *ex post facto* design. The population of the study consists of 286 active students from the Islamic education management at a state Islamic university in Indonesia. A total of 167 students were selected as samples using simple random sampling. Data were collected through questionnaires and documentation. The data analysis techniques employed were multiple linear regression, t-tests, F-tests, and correlation coefficient analysis. The results of the study indicate that, in the partial analysis (t-test), there is no significant effect of family economic background (X_1) on the learning motivation (Y) of students in the Islamic Education Management Study Programme. However, there is a significant effect of educational costs (X_2) on learning motivation (Y). In the simultaneous analysis (F-test), the findings reveal a significant combined effect of both family economic background (X_1) and educational costs (X_2) on the learning motivation (Y) of students in the programme.

INTRODUCTION

Learning motivation is a crucial factor in the learning process. High motivation helps individuals be more focused, persistent, and diligent in studying the material being taught (Tampubolon, 2020). Thus, high motivation can serve as a strong driver for individuals to achieve their learning objectives. Learning motivation is an internal or external force that drives students to engage in learning, achieve set goals, and gain meaningful outcomes (Tampubolon, 2020). Therefore, learning motivation plays a vital role as a driver of effort and achievement.

Learning motivation is particularly important for students as the primary catalyst in the learning process. When students have high learning motivation, they tend to be more enthusiastic about studying the material, seeking deeper understanding, and working hard to complete academic tasks (Setyorini & Syahlani, 2019). High learning motivation can also improve students' perseverance and patience in overcoming learning challenges. Furthermore, students with high learning motivation are more likely to be active and proactive in seeking additional learning resources, engaging in discussions with peers, and utilizing time effectively to prepare for exams. This, in turn, positively impacts their final learning outcomes.

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Several indicators are important to consider in enhancing students' learning motivation throughout the learning process, such as the emergence of interest, the drive to learn, aspirations or goals, rewards, and engaging learning activities (Vhalery et al., 2020). Therefore, it is essential for students to continuously enhance their learning motivation, both through self-development and with support from their surrounding environment, including encouragement from lecturers, classmates, and family. The higher a student's learning motivation, the greater their potential for achieving academic success and attaining outstanding achievements.

Learning motivation is a key factor in determining students' academic success. Various studies indicate that the level of learning motivation is influenced by both internal and external factors, including the family's socioeconomic background and the educational costs borne by students (Eccles & Wigfield, 2002). To understand the dynamics of learning motivation in this context, this study is based on the Self-Determination Theory (SDT) developed by Deci and Ryan (1985). Self-Determination Theory explains that individual motivation emerges when three basic psychological needs are fulfilled: autonomy, competence, and relatedness. In the educational context, this theory emphasizes that students are more motivated to learn when they feel a sense of control over their learning (autonomy), believe they are capable of achieving academic success (competence), and receive social support in their learning environment (relatedness) (Deci & Ryan, 2000). This study employs learning motivation indicators that align with the concepts of SDT, such as the drive and need to learn, hopes and future aspirations, and rewards from learning. Thus, this theoretical approach provides a strong foundation for analyzing how family economic background and educational costs influence students' learning motivation.

One of the issues that can affect student learning motivation is the economic background of the parents, in which the parents' income is often disproportionate to the cost of higher education (Waldani et al., 2022). The variation in parental income levels is diverse, and their role in providing financial support, such as monthly allowances, means that many students have to divide their time between studying and helping their parents meet daily needs, particularly if their parents have low incomes. This situation can cause students to lose significant amounts of time, leaving little opportunity to focus on their studies. Fadlan (2022) found that family economic background influences students' learning motivation. Furthermore, it is stated that when the family economic background is strong, the student's learning motivation tends to be higher.

Higher education is expected to be accessible to the majority of society, but the main consideration for an individual continuing their education is the cost of education. Educational costs refer to the amount of money or expenditure required to meet all the needs associated with the implementation of education (Aisyah et al., 2023). The challenge of educational costs is exacerbated by the fact that many individuals face economic difficulties in continuing their education at the tertiary level. According to Amri & Yahya (2021), educational costs in higher education institutions significantly affect both parents and prospective students in choosing the educational institution they will attend. Syaifulloh et al. (2020) argued that there is a partial effect between educational costs and the interest in continuing education at universities in a particular region, where the costs of education at a particular institution greatly influence an individual's decision to pursue further studies.

Bramantha and Yulianto (2020) showed in their research that economic conditions are one of the external factors influencing student learning motivation. Due to financial constraints, students sometimes have to delay their graduation because they are unable to pay tuition fees. On the other hand, high tuition fees can also motivate students to finish their studies sooner so that their families do not need to spend excessive amounts on tuition. Educational costs can motivate students to complete their studies on time. According to Samrin et al. (2020), motivation is one of the psychological factors that influences an individual's engagement in activities. Family support is a crucial factor during a student's education. This support typically involves financial assistance for paying educational costs, but it can also serve as motivation for students to complete their studies, as they do not want to continue being a financial burden on their families. Therefore, this study examines the extent to which educational costs influence students' motivation and academic performance.

The observed university has 4,636 students with varying tuition fees. According to data from the Faculty's Academic Office for the period ending in August 2022, 68% of students completed their studies within 4 to 4.5 years, while the remaining students completed their studies in a range of 3.7 to 4 years, or even between 5 to 7 years. This suggests that learning motivation may not be optimal, as indicated by the extended duration of study completion. The economic condition of the parents, which may not be stable, can impact the adequacy of funds to meet their children's educational needs (Fadlan, 2022), potentially influencing students' motivation to learn. This raises the question of whether students who take longer to complete their studies tend to belong to groups with lower tuition fee payments, implying that their educational costs are lower. This could lead to the perception that lower educational costs result in less motivation to complete studies promptly, while higher educational costs might increase motivation to finish on time. This situation presents an interesting opportunity to investigate the influence of family economic background and educational costs on the learning motivation of students in a particular academic programme. The results of this study could offer valuable insights for university leadership in developing strategies to enhance student motivation.

RESEARCH METHOD

This study utilized a quantitative research design to examine the influence of family economic background and educational costs on the learning motivation of students. The research employed a structured questionnaire as the primary data collection instrument, which was developed based on clearly defined indicators, as outlined in Table 1 below. The explanation of each indicator used is provided below.

Table 1. Research Instrument

Variable	Indicator	Number of Statements
Family Economic Background (X1)	1. Parents' Occupation/Profession	10 Statements
	2. Parents' Income	
	3. Parents' Expenditure	
	4. Facilities	
Educational Costs (X2)	1. Direct Costs	7 Statements
	Indirect Costs	
Learning Motivation (Y)	1. Desire and ambition to succeed	17 Statements
	2. Drive and need to learn	
	3. Hopes and future aspirations	
	4. Rewards for learning	
	5. Engaging learning activities	

Source: Data processed researchers, 2024

According to Siburian et al. (2023), the indicators representing the economic background of parents include (1) parental occupation, (2) parental income, (3) parental expenditure, and (4) ownership of facilities or assets. This is also in line with the view of Pora (2023), who states that the primary factors determining the economic condition of parents encompass several aspects, including type of occupation or livelihood, income level, family expenditure, and asset or wealth ownership. These three factors are interconnected in shaping the family's economic condition and influencing both the quality of life and children's education. In the human capital model by McConnel and Brue (1989), the monetary costs incurred in the purchase of a college education are two general types: on the one hand, there are direct costs in the form of expenditures for tuition, special fees, books, and supplies, and so forth.

On the other hand, the indirect or opportunity costs of going to college are the earnings one forgoes by not entering the labor market upon completing high school. Based on this theory, the author employs the direct cost indicator to measure educational cost, as it aligns with the characteristics of the intended variable. And the last variable, learning motivation, can be identified through several indicators that should be considered in the learning process, including (1) the emergence of desire, (2) the drive to learn, (3) aspirations or goals, (4) recognition or rewards, and (5) engaging learning activities (Vhalery, Alfilail, Robbani, & Hia, 2020). This view aligns with the Self-Determination

Theory (Deci & Ryan, 1985), which emphasizes the importance of intrinsic motivation and how environmental factors influence an individual's engagement in an activity, including the learning process. Self-Determination Theory explains that learning motivation increases when students feel a sense of control over their learning (autonomy), believe in their ability to complete tasks (competence), and feel supported within their learning environment (relatedness).

The population for this study consisted of active students enrolled in the Islamic Education Management Study Programme at a State Islamic University, covering the academic years 2020 through 2023. The total population comprised 286 students. For sampling, a simple random sampling technique was employed to select participants, ensuring that every student had an equal chance of being included in the study. The sample size was determined using the Slovin formula, resulting in a final sample of 167 students. This sample size meets the minimum sample requirement for multiple regression according to Green's Rule of Thumb (Green, 1991). According to Green's formula is $N \geq 50 + 8m$, where m is the number of predictors. With 2 independent variables, the minimum required sample size is 66. Since the sample size in this study is 167, it meets Green's rule (Green, 1991). Then, the primary data collection tool was a self-administered questionnaire, designed to gather information on family economic background, educational costs, and learning motivation. The questionnaire was structured to include both closed-ended and Likert-scale questions to ensure the reliability and validity of the data.

Prior to the main data collection, a pilot test of the questionnaire was conducted on a small group of students to evaluate its clarity, relevance, and reliability. Based on feedback from the pilot test, the instrument was revised accordingly. The final version of the questionnaire was then distributed to the selected sample. Further, the data collected through the questionnaire was analyzed using both descriptive and inferential statistical methods. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to provide an overview of the demographic characteristics of the sample and the distribution of responses. For inferential analysis, multiple linear regression was employed to examine the relationship between the independent variables (family economic background and educational costs) and the dependent variable (learning motivation). Multiple linear regression was selected because it allows for the simultaneous analysis of multiple predictors and their contributions to explaining variance in the outcome variable. Multiple regression was chosen as it is more appropriate for the research objectives, sample size, and the need to analyze the individual and combined effects of family economic background and educational costs on learning motivation. This method allows for the analysis of the significance of each predictor on learning motivation, which is the primary focus of this study (Cohen et al, 2003: Tabachnick & Fidell, 2019: Keith, 2019).

Before performing the regression analysis, the data were tested for compliance with classical regression assumptions. These assumptions included normality, linearity, and multicollinearity. Firstly, normality: the distribution of the residuals was assessed using the Kolmogorov-Smirnov test and histograms to ensure that the data met the normality assumption. Secondly, linearity: the relationship between independent and dependent variables was examined through scatterplots to confirm that the relationship was linear. Thirdly, multicollinearity: the correlation between independent variables was checked using Variance Inflation Factor (VIF) to ensure that multicollinearity did not affect the reliability of the regression model.

To assess the statistical significance of the relationships between the variables, various tests were employed. First, correlation analysis (Pearson's r) was used to measure the strength and direction of the linear relationship between independent and dependent variables. The coefficient of determination (R^2) was used to assess the proportion of variance in the dependent variable explained by the independent variables. Next, a t-test was conducted to determine whether each independent variable had a significant partial effect on the dependent variable. Finally, an F-test was used to evaluate whether the independent variables, taken together, had a significant effect on the dependent variable.

This study adhered to ethical guidelines to ensure the confidentiality and privacy of the participants. Informed consent was obtained from all participants before data collection, ensuring that they were fully aware of the purpose of the study, their voluntary participation, and their right to

withdraw at any time without penalty. The data were stored securely and anonymized to protect participant identities.

FINDING AND DISCUSSION

The research instrument underwent validity and reliability tests. The validity test was conducted on 33 respondents who were not part of the actual study sample, and the validity was tested using the SPSS software. Based on the validity test performed on variable X1, the critical value (r_{table}) was 0.344 with a significance level of 5% and a sample size (N) of 33 respondents. The results of the validity test indicated that the instrument used was valid for measuring the Family Economic Background variable (X1), as the calculated correlation coefficient (r_{hitung}) exceeded the critical value (r_{table}). Furthermore, for the significance value at a 5% significance level, all instruments were found to be valid, with significance values (sig) less than 0.05. Subsequently, the validity test for variable Y (Learning Motivation) also showed a critical value (r_{table}) of 0.344, with a significance level of 5% and 33 respondents. The results confirmed that the instrument used was valid for measuring the Learning Motivation variable (Y), as the calculated correlation coefficient (r_{hitung}) was greater than the critical value (r_{table}). Similarly, at the 5% significance level, all instruments were valid, as the significance values (sig) were below 0.05.

The reliability test was conducted based on the principle that an instrument is considered reliable if its Cronbach's Alpha (CA) value is greater than 0.6. The reliability results for the Family Economic Background (X1), Educational Costs (X2), and Learning Motivation (Y) variables were as follows: the Cronbach's Alpha for the Family Economic Background variable (X1) was 0.909, for the Educational Costs variable (X2) it was 0.813, and for the Learning Motivation variable (Y) it was 0.926. All Cronbach's Alpha values exceeded the threshold of 0.6, indicating that the instruments were reliable. Based on these results, the research instruments were deemed both valid and reliable. Further, the normality test for the Family Economic Background (X1), Educational Costs (X2), and Learning Motivation (Y) variables was conducted using the Kolmogorov-Smirnov test. The significance value obtained was 0.061, which is greater than the threshold of 0.05, indicating that the data distribution was normal.

For the linearity test, the relationship between the Family Economic Background (X1) and Learning Motivation (Y) variables showed a significance value of 0.000 for the linearity test. Since the significance value was less than 0.05, it can be concluded that there is a linear relationship between the Family Economic Background (X1) and Learning Motivation (Y) variables. The multicollinearity test yielded a Variance Inflation Factor (VIF) of 1.451 for the Family Economic Background (X1) and Educational Costs (X2) variables, which are below the threshold of 10. Additionally, the Tolerance value for both variables was 0.689, which is greater than 0.10. These results indicate that there is no multicollinearity between the independent variables in the regression model. Based on the results of the three classical assumption tests, normality, linearity, and multicollinearity—it can be concluded that the data meet the requirements for conducting parametric statistical tests. Therefore, the data is suitable for further analysis using parametric statistical techniques.

Table 2. Results of t-Statistic Test

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	45.863	3.280		13.983	.000
Family Economic Background	.117	.092	.105	1.275	.204
Educational Costs	.758	.147	.423	5.158	.000

Dependent Variable: Learning Motivation

Source: Data processed researchers, 2024

The results of the t-test in Table 2 show that for the Family Economic Background (X1) variable, the significance value is 0.204, which is greater than 0.05, and the calculated t-value ($t_{190} = 1.275$) is

less than the critical t-value ($t_{190} = 1.654$). Therefore, the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_1) is rejected. This indicates that there is no significant partial effect of Family Economic Background on the Learning Motivation of students in the Islamic Education Management Programme. Conversely, for the Educational Costs (X_2) variable, the significance value is 0.000, which is less than 0.05, and the calculated t-value ($t_{190} = 5.158$) is greater than the critical t-value ($t_{190} = 1.654$). Therefore, the alternative hypothesis (H_1) is accepted, and the null hypothesis (H_0) is rejected. This indicates a significant partial effect of Educational Costs on the Learning Motivation of students in the Islamic Education Management Programme.

The multiple regression equation derived from the analysis is as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \mu$$

$$= 45.863 + 0.117X_1 + 0.758 X_2 + \mu$$

From the output, the constant term (intercept) is 45.863. The regression coefficient for the Educational Costs (X_2) variable is 0.758, which means that for each unit increase in Educational Costs, the Learning Motivation will increase by 0.758 units, holding other factors constant.

Table 3. Result of F Statistic

Model	Sum of Squares	df	Mean Square	F	Sig.
1 <i>Regression</i>	2292.448	2	1146.224	25.810	.000 ^b
<i>Residual</i>	7283.360	164	44.411		
Total	9575.808	166			

a. *Dependent Variable:* Learning Motivation

b. Predictors: (Constant), Educational Costs, Family Economic Background

Source: Data processed researchers, 2024

The output from Table 3 shows a calculated F-value of 25.810, and the critical F-value at a 5% significance level is 3.06. Based on the F-test, the calculated F-value ($F = 25.810$) is greater than the critical F-value ($F_{166} = 3.06$), and the significance value is 0.000, which is less than 0.05. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. This indicates that there is a significant simultaneous effect of the Family Economic Background (X_1) and Educational Costs (X_2) on the Learning Motivation (Y) of students in the Islamic Education Management Programme.

Table 4. Analysis of Correlation (R) and Determination (R^2) Coefficients

Model	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.489 ^a	.239	.230	6.664

a. *Predictors:* (Constant), Educational Costs, Family Economic Background

Source: Data processed researchers, 2024

In Table 4, the correlation coefficient (R) is 0.489, indicating a moderate to fairly strong positive relationship between the Family Economic Background (X_1), Educational Costs (X_2), and Learning Motivation (Y) of students in the Islamic Education Management Programme. The coefficient of determination (R^2) is 0.239, and the Adjusted R^2 value is 0.230. This means that 23% of the variation in Learning Motivation (Y) is explained by the Family Economic Background (X_1) and Educational Costs (X_2), while the remaining 77% is influenced by other variables not included in the model.

The Relationship Between Family Economic Background (X_1) and Learning Motivation (Y) of Students in the Islamic Education Management Programme

Based on the results of the t-test, the significance value obtained was 0.204, which is greater than 0.05, and the calculated t-value ($t_{190} = 1.275$) was smaller than the critical t-value ($t_{190} = 1.654$). Therefore, the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_1) is rejected, indicating that there is no significant partial effect of the Family Economic Background on the Learning Motivation

of students in the Islamic Education Management Programme (MPI) at the Faculty of Tarbiyah and Keguruan, UIN Alauddin Makassar. These findings contradict previous research, such as that conducted by Samrin et al. (2020), which reported that parents' economic conditions do influence students' learning motivation. The disparity in findings may be attributed to differences in the populations studied, as Samrin et al.'s research involved a different demographic group.

However, the results of this study are consistent with research conducted by Murni and Fachrurrozie (2022), which concluded that parents' economic conditions do not significantly affect students' learning motivation. This supports the notion that good economic condition and the provision of learning facilities do not necessarily lead to higher learning motivation. In contrast, some students, even with limited economic resources and inadequate learning facilities, still demonstrate high learning motivation (Murni & Fachrurrozie, 2022). Similarly, Hisyam (2018) found no significant impact of parents' socio-economic background on students' learning motivation. His study emphasised that students' attitudes toward learning are shaped by various stimuli from the family environment, including positive responses and encouragement from parents.

Interestingly, students from wealthier or more affluent families may sometimes show less perseverance in their studies and fail to make full use of the resources provided by their parents. This can often be attributed to internal family factors. Previous studies have also suggested that no direct correlation exists between parents' economic background and students' academic success, highlighting the influence of external factors such as social, cultural, and physical environments, as well as internal factors like physical and psychological well-being (Waldani et al., 2022). Thus, the economic status of parents does not necessarily determine the level of motivation or academic success of their children.

The motivation to learn in children is not solely determined by the family's economic background. In fact, the child's learning motivation can also stem from the parenting style, where parents are open, spend quality time with their children, and provide emotional support (Simatupang et al., 2022). Positive parenting practices, such as offering guidance and emotional encouragement, can play a crucial role in motivating children to engage in learning and self-development. By applying a supportive and nurturing parenting style, parents can help their children feel valued and motivated to learn, fostering both academic success and personal growth. Therefore, while the financial background of parents may have some influence on students' learning experiences, it is evident that other factors—particularly parental involvement and supportive parenting styles—play a more significant role in motivating students to succeed academically.

Consistent attention and support from parents can significantly contribute to a child's development, enabling them to reach their full potential both academically and in other areas of life. As noted by Robert and Henry, as cited in the study by Dewi and Indrayani (2021), children who receive less attention from their parents tend to have lower academic performance and face difficulties in social activities. This finding underscores the crucial role parents play in supporting their children's development. Parental support and attention are key factors that influence a child's motivation to learn. This motivation can stem either from internal factors (intrinsic motivation) or from external influences (extrinsic motivation). When children feel supported and valued by their parents, they are more likely to be motivated to study and achieve better outcomes. Then, the changes in behaviour resulting from this motivation will impact on how children think and act in various situations. With sufficient attention and motivation, children are better equipped to develop their academic and social skills, thus reaching their full potential across multiple aspects of life. In summary, the role of parents in providing attention and motivation is crucial. It not only affects children's academic performance but also their social and emotional development. Therefore, parents must continue to make efforts to remain actively involved in their children's education and life.

Furthermore, Waldani et al. (2022) also explain that parental income is not the sole factor that can boost students' learning motivation. Motivation can also arise from a student's own determination and inner drive. When students possess intrinsic motivation, they are more likely to be engaged in the learning process, enjoying and valuing their studies. Consequently, students with high motivation tend to approach learning with greater enthusiasm and passion than those with lower motivation. Thus, it

is evident that while financial support can play a role, the internal drive and motivation that students develop are just as significant in influencing their academic engagement and success.

The Relationship Between Education Costs (X2) and Learning Motivation (Y) Among Students in the Islamic Education Management Programme

The results of the t-statistic test between the variable of Education Costs (X2) and Learning Motivation (Y) show a significant value of $0.000 < 0.05$, with a t-value of $5.158 > t\text{-table value of } 1.654$. This indicates that the hypothesis H1 is accepted and H0 is rejected, meaning that education costs have a significant effect on the learning motivation of students in the Islamic Education Management Programme at the Faculty of Tarbiyah and Teacher Training, UIN Alauddin Makassar. This finding aligns with previous research by Aprilia et al. (2022), which stated that education costs significantly affect students' learning motivation. Specifically, in their study on accounting students at the Faculty of Economics and Business, Universitas Islam Malang, it was found that education costs could motivate students to study more diligently and complete their studies more efficiently.

Furthermore, a study by Yusup et al. (2024) suggests that the perception of tuition fees has the potential to improve students' learning outcomes. When quality education is provided at an affordable cost, students feel more motivated to take full advantage of the learning opportunities available to them. This creates a more competitive and innovative environment among students, helping to reduce financial burdens so that students can focus on their studies without being overly concerned about tuition fees.

The amount of the Single Tuition Fee (UKT) imposed on students in higher education is determined based on the parents' income and the number of dependants in the family. If the parents' income is high and their dependants are few, the UKT that the student has to pay will be higher. Conversely, if the parents' income is low and the family has many dependants, the UKT will be lower (Kurniawati et al., 2021). This approach aims to create a more equitable payment system, where students from families with lower financial capacity are not burdened with excessive tuition fees, while those from families with better financial conditions contribute more towards the cost of education.

Based on a survey conducted with 167 students from the Islamic Education Management Programme, it was found that 33% (55 respondents) fell into category 3 of the UKT, with education costs ranging from Rp. 1,000,000 to Rp. 3,000,000 per semester. This group consisted of students from 2020, 2021, 2022, and 2023 cohorts. Additionally, it was observed that students in the Islamic Education Management Programme, particularly those in their final semester, tend to increase their learning motivation as the end of the semester approaches or when UKT payment deadlines are imminent. This heightened motivation is driven by their desire to complete their final project or thesis to avoid further tuition payments. As noted by Dewi and Indrayani (2021), the cost of education includes both direct expenses, such as tuition fees and purchasing books, as well as indirect costs like living expenses, transportation, and internet fees. Consequently, completing their studies quickly allows students to avoid incurring additional educational costs, further motivating them to study hard.

Education costs play a significant role in the development of high-quality human resources (HR) within higher education institutions. The funds allocated for educational expenses support the smooth implementation of the three pillars of higher education: teaching, research, and community service (Syaifulloh et al., 2020). Effective and efficient educational funding is crucial to ensure that educational budgets are used properly to produce HR that meets societal needs and functions effectively. Therefore, a high standard of funding is considered essential to ensure that all these activities are carried out well and contribute to the achievement of higher education goals.

According to Djarwo (2020), two factors contribute to increasing students' learning motivation: 1) Internal or intrinsic factors (learning motivation that originates from within the student), such as physical and mental condition, intelligence, behaviour, talents, interests, and emotions; 2) External or extrinsic factors (learning motivation that comes from outside the student), such as family support, school environment, and surrounding circumstances. Based on this perspective, it can be understood that family economic background and education costs are external factors that can enhance students'

learning motivation when they occur simultaneously. Parental support in the learning process, whether in the form of financial or non-financial assistance, plays a crucial role in helping students improve their motivation to learn. Similarly, education costs, when determining the appropriate tuition fees for students, should take into account various aspects, including the occupation of the student's parents, their monthly income, expenses, and the number of dependants.

Learning motivation plays a significant role in determining students' learning outcomes, as motivation is the key that facilitates creative thinking abilities and helps students achieve their learning goals (Saptenno et al., 2019). When students are motivated to learn, they tend to be more open to exploring new ideas and thinking critically, which are essential elements in the learning process. Learning motivation helps students to achieve their educational goals. With motivation, students become more persistent and put more effort into overcoming challenges and difficulties they may face during their studies. According to Maslow, motivation ensures that the costs of education align with students' needs throughout their education, from start to finish (Widiyani & Badera, 2019). According to Tumiran, Daud, Zarmani, Nasharuddin, & Ruzali (2021) effective use of resources (whether the monetary or inherent capacity of learners) happens when observed educational outputs (such as test scores or value-added) are provided at the lowest cost of resource; successful use of resources means that the balance of educational outcomes sought by society is achieved. When education costs are appropriate, students' interest in pursuing professional education, such as accounting, increases. This occurs because their basic needs are met, allowing them to focus on self-development and the achievement of both academic and professional goals.

CONCLUSION

The findings of this study indicate that there is no significant partial effect between family economic background and the learning motivation of students in the Islamic Education Management programme at the Faculty of Tarbiyah and Teacher Training, UIN Alauddin Makassar. This differs from some previous studies, as the population and sample in this study were distinct. The results of this research demonstrate that family economic background does not significantly influence the increase or decrease of students' motivation to learn during their studies. This suggests that many other factors that can influence the improvement of students' learning motivation, both internal factors within the students themselves and external factors, such as internal family issues, among others.

On the other hand, education costs have a significant effect on the learning motivation of students in the Islamic Education Management programme at the Faculty of Tarbiyah and Teacher Training, UIN Alauddin Makassar. The study found that the educational costs incurred throughout students' studies, both direct and indirect costs, can trigger an increase in students' motivation to complete their education. Another key finding is that both family economic background and education costs simultaneously have a significant influence on students' learning motivation in the Islamic Education Management programme at UIN Alauddin Makassar. The results suggest that learning motivation can increase when supported by a favorable family economic background and affordable education costs. These two factors affect students' ability to access quality education, manage stress, and respond to academic pressure, ultimately influencing their motivation to learn. For families with challenging economic backgrounds and high educational costs, this may lead to frustration or a decrease in students' motivation to learn.

The increase or decrease in students' motivation to learn is not always solely influenced by family economic background but also by support, both material and non-material, from the family, especially from parents, in the form of attention and encouragement. This support can provide students with the motivation needed to continue their studies and complete their education. Students are expected to further enhance their motivation to learn by considering the various education costs incurred during their studies, including both direct and indirect costs. The education fees (tuition fees/UKT) imposed on students should be carefully considered, taking into account the financial capacity of their parents and the number of family dependants. This will help ensure that the education costs set for students are appropriately targeted.

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AUTHORS' CONTRIBUTIONS

The authors agree that this research was conducted in the absence of any self-benefits, commercial or financial conflicts and declare the absence of conflicting interests with the funders.

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